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ABSTRACT

This handbook outlines the procedures and methods for implementing volunteer programs in individual school buildings. Guidelines are offered for planning, preparation, and implementation phases. (Author/MLF)

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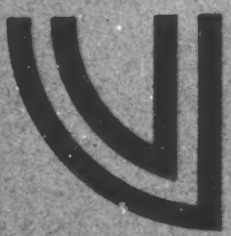

Volunteer Management System

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FOREWORD

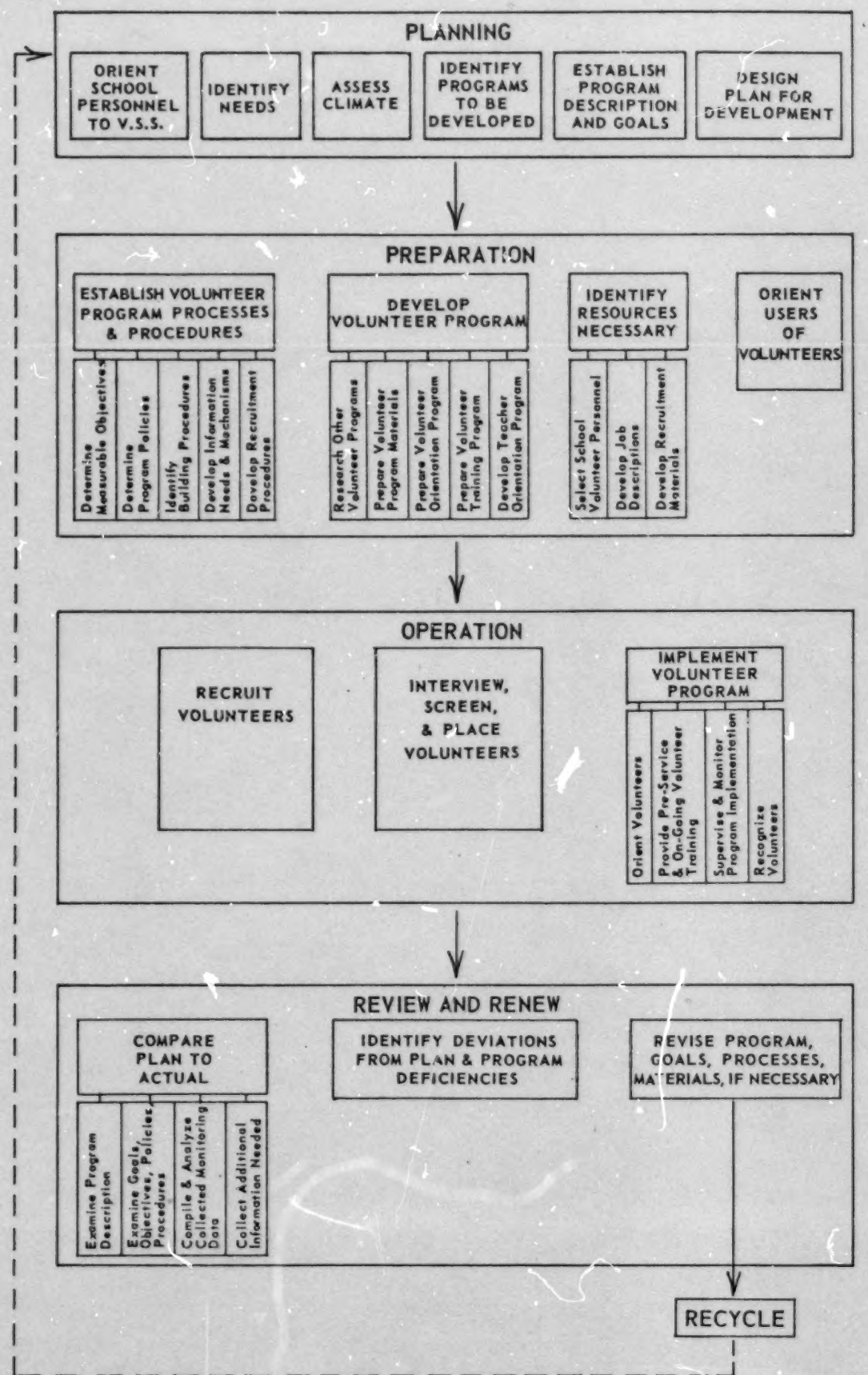
This handbook outlines the procedures and methods for implementing volunteer programs in individual school buildings. Essentially, the procedures mirror those outlined in Handbook IV - Volunteer Program Operations. The difference is simply that school volunteer operations works directly with the schools and individually consults with schools to assure successful and continuous volunteer activities out in the schools.

The point simply is this. A Volunteer Services System can develop the most unique and exciting volunteer programs imaginable but if a school and its personnel do not have a direct communication link with the Volunteer Services System and its programs, if the potential users of volunteers are not thoroughly comfortable in using volunteers and developed volunteer programs, if the developed volunteer programs of the Volunteer Services System do not relate to the needs of students in each school as assessed by school personnel -- then, there is no way a volunteer program will start, let alone continue in a school building.

The focal point for the successful operation of a Volunteer Services System lies out in the schools where the services of volunteers and of the Volunteer Services System are used. Without this area of operation, a Volunteer Services System is potentially worthless.

Moreover, school personnel in one school may identify student needs that are unique and do not conform to the generalizable needs of students throughout the school system. If the school personnel determines to pursue the development of a volunteer program to alleviate that individualistic need, the development occurs at the local school building and does not involve the Volunteer Services System Volunteer Program Operations. Although the same procedures will be followed, the developmental activities will be localized with consultation by the School Volunteer Operations.

VOLUNTEER SERVICES SYSTEM PROCESS MODEL



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Organizing a Volunteer Operation in the schools requires careful assessment of the climate and needs within the school and a thorough orientation and training of staff for effective use of volunteers.

Through careful planning, the school staff may develop a volunteer program tailored to the needs of students in the individual building and consistent with the attitudes and desires of the school personnel and the neighborhood school community involved.

ORIENT SCHOOL PERSONNEL TO VOLUNTEER SERVICES SYSTEM

Volunteer activities in a school building must be under the auspices of the principal. The procedure for developing a building volunteer program must, therefore, start with the principal. A realistic procedure for beginning a volunteer program in an individual school involves several steps. The purpose of this stage is to orient the school personnel to the services available from the Volunteer Services System. This stage represents a beginning step in the planning phase for school volunteer operations.

TIMING

Selecting an appropriate time for initiating a school orientation is important. The school principal is particularly busy the first several weeks of a new school year and consequently this may not be the best time for proposing a new school activity since planning will require time with the school staff to assess climate and student needs, to orient the staff to services available, and to orient the staff in the use of volunteers.

A general orientation to the Volunteer Services System and its programs can be offered to all school principals in the spring, prior to actual fall planning and implementation. This kind of "awareness" session offers the school administrator a chance to assimilate the Volunteer Services System concepts and to plan into his/her schedule the time necessary to plan, prepare, and implement a volunteer program in the fall.

LETTERS OF INTRODUCTION

Prior to being contacted by the School Volunteer Operations representative at the beginning of the year, the principal should receive a letter from the School Superintendent's Office explaining professional services available through the Volunteer Services System.

INFORMATION PACKET

In addition, the principal should receive appropriate informative materials from the Volunteer Services System. This mailing should coincide with the Superintendent's letter and contain brief descriptions of:

- consulting services available from the Volunteer Services System
- examples of what services school volunteers perform
- the procedures and criteria for establishing a school volunteer program
- the responsibility of the principal in establishing a school volunteer program
- a handbook answering the usual questions and concerns of a building principal.

INITIAL MEETING OF THE PRINCIPAL AND THE SCHOOL VOLUNTEER OPERATIONS REPRESENTATIVE

The School Volunteer Operations representative should arrange a convenient time to discuss volunteer services with the building principal. The representative should:

- provide the principal with a complete set of Volunteer Services System materials.
- answer any questions the principal has concerning the information packet and the Volunteer Services System materials.
- determine if the principal feels the school could benefit from a volunteer program. If an interest exists, the principal should be encouraged to appoint a staff coordinator from his/her staff to work with the school volunteer operations representative in planning the school's volunteer programs.

ASSESS CLIMATE AND IDENTIFY NEEDS

If the building principal determines that there are student needs that can be alleviated by the use of volunteers and that the school staff and the school community have a positive and constructive relationship, then this next step can occur. Careful and thorough planning is very important in building meaningful volunteer programs and participation in the school building.

Initial planning sessions should involve an ad hoc volunteer program planning committee designated by the building principal and composed of the building principal, the School Volunteer Operations representative, representatives from the school staff and from the potential volunteer community.

The principal and planning committee should:

- consult the entire school staff for input concerning specific student needs for volunteer services.
- begin to assess school and community climate toward volunteer activities.
- identify specific volunteer programs to be developed.
- establish goals for each volunteer program to be developed.
- agree on a design for the development of each proposed volunteer program (See Volunteer Program Operations, IV).

The product of these planning sessions will be written descriptions of each new volunteer program to be developed for that school. The descriptions will include the program goals, design of how the program will be developed and specific, measurable objectives for assessing the effectiveness of each program.

These written descriptions should then be disseminated to all staff members in the school so that they can decide, individually, if they wish to incorporate the program into their plans for the school year.

It is the decision, then, of the school principal <u>whether</u> or <u>not</u> volunteer programs will occur in the school. It is the decision of the volunteer program planning committee <u>which</u> programs will be developed. It is the decision of each teacher if he/she will use the volunteer programs being developed.

Sample Worksheets or discussion outlines are provided below for use in assessing climate and identifying student needs in a school.

IDENTIFYING NEEDS WORKSHEET

List as many different specific jobs you would want a school volunteer to perform for you in and out of the classroom.

1.
2.
3.
4.
5.
6.

Brainstorm/list individually/collect/compare/categorize (The School Volunteer Operations representative may also discuss volunteer services currently available).

ANALYZING SCHOOL AND COMMUNITY ATTITUDES TOWARD USING SCHOOL VOLUNTEERS WORKSHEET

For each topic given, identify an advantage and a potential problem area in the use of school volunteers.

Topic	Advantage	Problem Area
a. Student attitude toward school		
b. Curriculum		
c. Faculty Attitude		
d. Administrative Decision-Making		
e. Etc.		

Attention to details can help facilitate the smooth assimilation of volunteers into the school building. Processes and procedures for programs should be established, volunteer program(s) completely developed, resources identified and the users of volunteers oriented.

ESTABLISH PROGRAM PROCESSES AND PROCEDURES

1. Determine measurable objectives for the individual school volunteer program.
2. Determine program policies. Although building level policies are specific to the individual school, they should agree with the flexible policies of the Volunteer Services System.
3. Identify building procedures for volunteers.
   - Parking
   - Building entry (door to enter)
   - Place to report
   - Sign in procedure
   - Introduction to teacher
   - Identify time and place for volunteer to work with students
   - Identify building procedures for school volunteer personnel.

IDENTIFYING SCHOOL PROCEDURES WORKSHEET

On the line beside each responsibility listed below, indicate who should be responsible:

P - Principal
SC - Staff Coordinator
T - Teacher
BC - Volunteer Building Coordinator
V - Volunteer

____ 1. Organizing neighborhood recruitment.
____ 2. Supervising volunteer placement in the school.
____ 3. Determining how many volunteers are assigned to each teacher.

____ 4. Conducting volunteer orientation to local school (tour of the building, explanation of school rules and procedures).
____ 5. Planning in advance for volunteer's work and contact with students.
____ 6. Avoiding assignment of responsibility beyond volunteer's ability.
____ 7. Conducting orientation sessions for teachers.
____ 8. Conducting in-service training sessions for volunteers.
____ 9. Providing recognition of volunteer activities.
____10. Signing the volunteer in and out of the building.

4. Develop information needs and mechanisms for the school volunteer operations and the Volunteer Services System.
   - Identify record keeping procedures.
   - Identify monitoring/evaluation procedures.

MONITORING THE VOLUNTEER PROGRAM WORKSHEET

On the line beside each responsibility listed below, indicate who should be responsible:

P - Principal
SC - Staff Coordinator
T - Teacher
BC - Volunteer Building Coordinator
V - Volunteer

____ 1. Acting as liaison between the volunteer program in a particular school and the Volunteer Services System.
____ 2. Anticipating information and materials volunteers will need to carry out assigned duties.
____ 3. Maintaining contact with parents and community groups to inform them of involvement and activities of volunteers in the school.
____ 4. Keeping monthly records of volunteer service.
____ 5. Following up on volunteers who are absent.
____ 6. Evaluating the volunteer's effectiveness in his job.

____ 7. Evaluating the volunteer program as viewed by the volunteer.
____ 8. Making recommendations for modifications of volunteer services.
____ 9. Collecting, researching and presenting ideas concerning development of new programs and/or services.
____10. Conducting orientation and training sessions for teachers and/or volunteers after the initial building orientation and training session.

5. Develop Recruitment Procedures
   - Groups within the school community to contact (P.T.A., room mothers, churches, business organizations, etc.)
   - Parents letter sent home with all students
   - Telephone survey
   - Another school (junior high students to work with elementary in turn about fashion)
   - Methods - discussion of alternative recruitment methods

DEVELOP VOLUNTEER PROGRAM

1. Research other volunteer programs.
2. Prepare materials needed for volunteer program.
3. Prepare school orientation for volunteers.
   - Teacher provides building orientation (briefly outlines building policies and conducts building tour)
     or
   - Principal/Staff Coordinator/Volunteer Building Coordinator provides building orientation - individually (as volunteer arrives)
     or
   - Group (orientation session held for all school volunteers). Time allowed for this in school day, after school or in the evening.

4. Prepare in-service and on-going volunteer training.
5. Prepare orientation program and materials for school personnel using volunteers.

   Sample materials for use during Orientation of School Personnel in use of volunteers.

TEACHER SELF-ANALYSIS OF TIME USAGE

The classroom teacher regularly devotes time to the following activities delineated below. Please attempt to utilize this chart as a basis for analyzing how you spend your teaching day. It is, of course, impossible to break down time spent exactly. This exercise is for your personal use and the results you compile will naturally be approximations of time usage. It is hoped, however, that the chart provided will help you to analyze your teaching duties in relation to time.

Teaching Activities	Approx. Time Spent	% of Time Represented
1. Planning Activities both general and specific		
2. Motivation Activities both general and specific		
3. Instructional Activities a. Initiating a concept attitude or skill b. Consolidating a new concept, attitude or skill c. Adding Content to structure		
4. Supervision Activities both active and passive		

5. Technical Activities skilled and non-skilled such as organizing materials, bulletin boards, work projects, etc.		
6. Evaluation and Remediation a. Designing instruments b. Administering Tests c. Objective marking d. Subject marking e. Recording f. Interpreting scores g. Diagnosis and Prescription h. Remedial teaching		
7. Guidance and Support Activities		
8. Others, please specify		

TEACHER PRE-ASSESSMENT WORKSHEET: PREPARING FOR THE VOLUNTEER

a. List the kinds of services a volunteer could provide for you and your students in the classroom (i.e., one-to-one or small group help in subject areas).
   1.
   2.
   3.
   4.
   5.

b. List what the volunteer needs to know/be able to do to perform the services you need (i.e., materials to be used for tutoring - basic tutoring procedures).
   1.
   2.
   3.
   4.
   5.

c. List the areas in which you can provide necessary volunteer training and areas in which training should be provided by another source.

Teacher Provided Training	Other Source Training
1.	1.
2.	2.
3.	3.
4.	4.

d. List materials or space needs which should be provided for the volunteer to perform her services.

Materials (Have)	Need to Develop or Acquire
1.	1.
2.	2.
3.	3.
Space (Have)	**Need to Acquire**
1.	1.
2.	2.

e. Identify and list the procedures that you would like your assigned volunteer to follow while working with you. Collect samples of things such as:
   1. Lesson plans
   2. Record keeping device
   3. Evaluation instruments
   4. Assignment sheets
   5. Progress reports
   6. Attendance cards
   7. Typing formats
   8. Teachers' manuals

f. Identify and list procedures and policies that the school expects your assigned volunteer to follow while working in the school. Check in teacher or student handbooks for samples of such things as:
   1. Parking Stickers
   2. Sign-in sheets
   3. Student Forms - hall passes, library and absentee slips, etc.
   4. Bell schedules
   5. Transportation requests and parental permission slips
   6. Fire drill procedures

MATERIALS AND INFORMATION THE TEACHER SHOULD HAVE PREPARED FOR THE VOLUNTEER

Volunteer Orientation to School

- Parking, building entry
- Sign-in Sheets and procedures
- Location of classroom, volunteer rest areas, library, cafeteria, nurse's office, volunteer work and planning areas.

Volunteer Orientation to Classroom and Assignment

- Familiarize volunteer with classroom facilities, work areas, reading tables, record and book supply, storage areas, students' storage areas, etc.
- Provide list of students' names including seating chart currently in use
- Familiarize volunteer with classroom instructions including teacher's basic educational philosophy
- Familiarize volunteer with classroom break procedures (recess, rest room procedures, lunch)
- Introduce volunteer to teachers in rooms nearby
- Discuss teacher expectations of volunteer services
- Issue testbooks or materials needed by volunteer
- Discuss with volunteer the confidentiality of students' records
- Provide opportunity for volunteer to observe teacher and students
- Provide in-service training necessary for volunteer to effectively complete assigned tasks
- Itemize training to be provided by teacher
- Select student(s) who need and desire extra help, determine the type of help and select appropriate materials and methods to be used by the volunteer
- Prepare all necessary materials and accompanying specific directions for volunteer use.

Teacher's Role in Supervising Volunteers

- Plan time to communicate with volunteer before or after class, by telephone, by Planning Worksheets
- Plan time for mutual evaluation and planning.

Planning the volunteer's activities is important. To utilize effectively a volunteer, there must be planning between the teacher and volunteer. This need not be a lengthy planning session. After the volunteer becomes familiar with the techniques used to work with students, the teacher need only designate areas or skills the volunteer should stress.

It is suggested that a folder be kept on each child or group working with a volunteer. A sample form is provided. Both teacher and volunteer must be aware of the needs of the students and the methods used to meet these needs.

SAMPLE TEACHER/VOLUNTEER PLANNING WORKSHEET

Becky, John,
Shelia, Kenneth, Orin,
Name of Group Sue, Harold, Rob, Janie Date 9-7-72

Teacher Mrs. Smith Time 11:00-11:20

Skill: Language Development - oral - they need help in expressing themselves. We need to provide many experiences that will get them to orally express their ideas.

Suggested Materials and Techniques: Pictures to tell a story. Let them talk freely at first, then put in story form, dictating while you record on one of the experience charts from the cabinet. You may also wish to read the story "The Blind Men and the Elephant" on page 13 of the teacher's guide of "The World of Language" (on my desk) next time you work with them. Our media aide will run a copy for you so you may be familiar with it ahead of time. Let the children dramatize or recreate the story with their own dialogue.

Techniques and Materials Used: I let the children tell me about the picture you gave me. I think the class would enjoy hearing the children read the story we wrote.

Remarks: John and Becky did not respond well to my questions. John just shrugged when I asked him about the picture.

TEACHER AGREEMENT

Name _____ School _____

Grade Taught _____

I have successfully completed the Teacher Orientation Session and I am interested in having volunteers work with me in the following areas:

Type of Volunteer Activity	Number of Vols	M	T	W	TH	F	A.M. P.M.

I agree to provide my volunteers with well-planned activities and on-going training and consultation as necessary.

_____
Teacher's Signature

IDENTIFY RESOURCES NECESSARY

Particular to a school volunteer operation, necessary resources are people (school volunteer personnel and the volunteers), locations for volunteers to work, and materials supplied by the Volunteer Services System, the school or the teacher.

ANALYZING POTENTIAL AND AVAILABLE RESOURCES WORKSHEET

For each category, describe resources you have available or need to develop to insure effective volunteer programs in your school.

Potential volunteers in the school community (types and numbers):

Have	Need to Develop
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Materials and supplies needed for successful volunteer operation:

Have	Need to Develop
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Places for volunteers to work with students

Have	Need to Develop
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

SELECT SCHOOL VOLUNTEER PERSONNEL

The roles for Staff Coordinator and Volunteer Building Coordinator may vary from building to building. In some schools, two people may work together fulfilling the duties of the Volunteer Building Coordinator. In other schools, with a few volunteers working in a single program, a Building Volunteer Coordinator may not be necessary. Likewise, in some schools,

more than one person may assume the responsibilities of the Staff Coordinator depending upon the time available and the interest of the individual(s) involved.

Decisions concerning the staffing of these positions is naturally the responsibility of the principal. The selection of qualified and interested people often determines the degree of success of the school volunteer operation.

The criteria as identified by the Volunteer Services System for selecting school personnel managing volunteer operations are as follows:

Volunteer Building Coordinator

- Demonstrates skill in dealing with members of the community.
- Has some experience in volunteer work.
- Is willing to serve in this capacity for a minimum for a school year.
- Demonstrates enthusiasm for the concept of volunteers in education.
- Resides in the individual school neighborhood.

Staff Coordinator

- Is a regular staff member (no additional salary increments are provided for this position).
- Has time to devote to development and coordination of school volunteer program(s).
- Demonstrates enthusiasm in utilizing school volunteers.
- Is interested in working with the School Volunteer Operations representative in implementing a school volunteer system.

- Has permission of the principal to attend periodic Volunteer Services System workshops.
- Communicates effectively with the school staff and persons in the community.

DEVELOP JOB DESCRIPTIONS

For Volunteers

Job descriptions are of utmost importance for volunteers serving in each volunteer program. Written descriptions of duties and tasks volunteers are to perform are one of the best ways of assuring a positive working relationship between the volunteer and the user of the volunteer.

Included here is a generalizable job description for a school volunteer.

TYPE OF WORK: VOLUNTEER

RESPONSIBILITY: The Volunteer is responsible for working under the direction of and in cooperation with the school professional in charge.

DUTIES OF JOB:

Generally the volunteer assignment will involve tasks related to one or more of the following areas:

1. Providing instructional assistance.
2. Providing classroom assistance.
   - Assisting with classroom chores.
   - Preparing materials requested by staff.
   - Providing clerical assistance.
   - Assisting with classroom enrichment or special events.
3. Providing special services.
4. Assisting with monitoring activities.

DESIRABLE QUALIFICATIONS:

1. Shows a sense of dedication and a desire to assist the school staff in providing maximum educational opportunities for all children.
2. Shows positive attitude and an interest and enthusiasm for working with children.

3. Shows ability to work cooperatively with school personnel.
4. Shows adequate communication skills.
5. Has good physical health and moral character.
6. Has a negative prognosis from TB test.
7. Shows flexibility of skills.
8. Shows willingness to receive appropriate orientation and training.
9. Shows regularity of attendance.

For School Volunteer Personnel

Written Job Descriptions for each person in the school who works with volunteers is important. Included here for information purposes are sample job descriptions for:

- the School Principal
- the Staff Coordinator
- the Volunteer Building Coordinator
- the Teacher using volunteers

TYPE OF WORK: PRINCIPAL

RESPONSIBILITY: The Principal is responsible for the assessment of the building needs and the environment for instituting an organized school volunteer program in conjunction with the Volunteer Services System.

DUTIES OF JOB:

1. Decides, after careful assessment, to develop a school volunteer program.
2. Designates a staff member to fill the role of Staff Coordinator (The Principal may reserve this role for himself).
3. Designates volunteer to fill the role of Volunteer Building Coordinator.
4. Works with the representative of School Volunteer Operations and selected school staff and neighborhood community members to design volunteer programs which meet building needs.

5. Cooperates with the School Volunteer Operations representative, the school staff and volunteers in supervising the volunteer program implementation.
6. Participates in yearly Volunteer Services System evaluation of services provided by the Volunteer Services System and by volunteers.
7. Based on school data provided by the evaluation report, determines revisions needed for individual school volunteer program.
8. Terminates the participation of a volunteer worker when it is deemed necessary.

TYPE OF WORK: STAFF COORDINATOR

RESPONSIBILITY: The School Staff Coordinator is responsible to the Principal of the school in which he/she is a regular staff member.

DUTIES OF JOB:

1. Serves as a liaison between the school and the School Volunteer Operations.
2. Serves as the orientation program for teachers using volunteers.
3. The facilitator of and conducts any group training program for volunteers at the local school level.
4. Assists in placement of volunteers in the school according to documented needs.
5. Provides all feedback information and monitoring data to the School Volunteer Operations concerning the school volunteer program.
6. Assists school staff in effective use of volunteers.

TYPE OF WORK: VOLUNTEER BUILDING COORDINATOR

RESPONSIBILITY: The Volunteer Building Coordinator is responsible for being the liaison between the professional staff in the individual school and the volunteers serving in that school for the purpose of maintaining a well-coordinated school volunteer program.

DUTIES OF JOB:

1. Acts as the coordinator of all volunteers in the school building.
2. Works cooperatively with the Staff Coordinator for the successful operation of a school volunteer program.
3. Maintains all records of volunteer activities in the school for use by the Volunteer Services System.
4. Takes responsibility for recruitment in the school community.
5. Enlists support of neighborhood agencies and publications.
6. Secures completed volunteer applications and trains other volunteers to conduct the volunteer interview, discusses types of volunteer services needed in the school and places the volunteers.
7. Receives new requests from teachers for volunteer services and locates volunteer(s) to fill that request.
8. Provides basic orientation for all volunteers in the individual school.
9. Makes available all materials and supplies necessary for the successful operation of the volunteer program in the school.
10. Identifies volunteers for positions of greater responsibility in the total Volunteer Services System.
11. Plans meetings for volunteers for exchange of ideas and problem solving.
12. Arranges for substitutes when volunteer must be absent.
13. Arranges for recognition of volunteers' services.

TYPE OF WORK: TEACHER

RESPONSIBILITY: The Teacher is responsible for cooperating with the building principal in assessing students' needs for a volunteer program and, if a volunteer program is instituted, with the School Volunteer Operations representative and the Staff Coordinator in monitoring and managing the school volunteer activities.

DUTIES OF JOB:

1. Participates in staff orientation session pertaining to the effective use of school volunteers.
2. Familiarizes volunteer with teacher's basic educational philosophy, expectations for volunteer assistance and classroom duties and procedures.
3. Familiarizes volunteer with work and rest areas available in the school.
4. Introduces volunteer to teachers in rooms nearby.
5. Issues textbooks or materials needed by the volunteer.
6. Provides appropriate task-related, in-service training, including an opportunity for the volunteer to observe the teacher working with students.
7. Provides time for teacher/volunteer planning and continuous appraisal activities.
8. Participates in yearly evaluation of the school volunteer program.
9. Recognizes volunteer's contributions by participating in planned building recognition programs and by periodically remembering to personally thank the volunteer.
10. Requests new or additional volunteers by use of the appropriate forms and procedures.
11. Refers all unmanageable problems connected with volunteer activities to the Staff Coordinator.

DEVELOP METHODS AND MATERIALS FOR RECRUITING NEIGHBORHOOD VOLUNTEERS

Electronic and News Media
- News releases in neighborhood newspapers
- NEWSLETTER from school
- TV and Radio

Written Hand-Outs
- Brochures
- Flyers
- Letters
- Posters

Personal Contact
- One to One
- Telephone
- Neighborhood "get-togethers"
- PTA Meetings

Speaking Engagements
- Interest Groups
- Business and Industry
- Organizations, Clubs and Groups
- Universities and Colleges
- Retired Senior Citizens
- Students

ORIENT USERS OF VOLUNTEERS

An enthusiastic and informative orientation program for staff who will be using the services of volunteers is crucial to the success of a school volunteer program. It is important to acquaint school personnel with the rewards and responsibilities of utilizing volunteer assistance as it relates to the total school program.

The volunteer offers the school a gift of time and service freely given out of concern for student and community. Volunteering, therefore, represents a very personal experience. Its success often depends upon positive human relationships and group dynamics. Any orientation of school personnel should speak to this personal side of volunteering. Certainly the content is important. Understanding a workable management process, the relationship of the volunteer program

to the total educational program, the policies and procedures governing volunteer operations and the role descriptions of those involved are all important but realizing the human aspects of volunteerism is paramount. School personnel want basic usable information and creative suggestions for maximizing the positive benefits of working with volunteers to improve or enrich the school experiences of students.

PURPOSE

An orientation for staff should have as its prime purpose an explanation of the roles volunteers can fill and what part must be played by staff members to allow for maximum benefit from volunteers. Objectives for a Staff Orientation Program are:

1. To equip staff members with techniques for fostering sound interpersonal relationships with volunteers.
2. To acquaint the staff of the school with the goals and structure of the Volunteer Services System.
3. To define areas of curriculum or program activities which can be carried out by volunteers under professional supervision.
   - Describing skills and techniques volunteers will have in a given area.
   - Demonstrating materials volunteers can use.
4. To assure that staff members provide in-service training and assistance for their volunteers.
5. To explain the need for meaningful evaluation leading to the improvement of the volunteer program.
6. To acquaint staff with the positive educational benefits available through the utilization of school volunteers.

7. To explain the managerial responsibilities of the teacher using volunteers in the areas of orientation, training, supervision and appraisal of volunteers.
8. To assist school staff in pre-service planning of materials and information necessary for teacher orientation of volunteer.

AUDIENCE FOR ORIENTATION

Possible staff receiving orientation:
- Administrative Supervisors of Programs
- Principal
- Teachers (classroom)
- Guidance Counselors
- Reading Teachers
- Instructional Coordinators
- Nurses
- Librarians
- Librarians
- Library Aides
- Teaching Aides
- School Clerks

Potential groups to be oriented:
- Building Staff
- Staff Coordinator
- Field Librarians
- School Nurses
- Guidance Personnel
- New Teachers
- Administrative Supervisors
- College Students in Education

Once the proposed volunteer program has been thoroughly planned and prepared, school volunteer personnel are ready to implement the developed volunteer program.

RECRUITMENT OF VOLUNTEERS

Once a need for a volunteer program has been identified, a volunteer program developed to meet this need and the volunteer job descriptions defined, the type and number of volunteers to fill specific positions is determined. A primary function of the Volunteer Building Coordinator is to find those individuals with the proper interests and talents and to recruit them.

The recruitment job is one of salesmanship. In order to be successful, the recruiter must never miss a chance to sell the school volunteer program.

INTERVIEW, SCREEN AND PLACE VOLUNTEERS

A potential volunteer should be interviewed before he/she is placed in a volunteer program. The interviewer should have a good knowledge of volunteer personnel requirements and of specific volunteer opportunities in order to coordinate this information with the volunteer's interests, abilities, and personality. The volunteer also gains from an interview: he/she can learn about specific needs for volunteer help, volunteer programs available, and the responsibilities of various volunteer jobs. Working together, the interviewer and the prospective volunteer can select a meaningful assignment which affords the school real assistance and the volunteer maximum satisfaction.

A personal or even phone interview gives the school volunteer personnel

a chance to screen people recruited to help in the schools. If the interviewer feels that school volunteer jobs are not "right" for the recruited individual, the interviewer can suggest alternative volunteer experiences which might better suit the interests and talents of the individual interviewed.

Once a volunteer is recruited and screened, then he/she can be placed in an assignment which best suits his/her talents and interests. A volunteer who has been carefully interviewed and screened and placed is more likely to enjoy his/her volunteer experience than someone who has just been randomly assigned.

IMPLEMENT VOLUNTEER PROGRAM

Once the volunteer has been placed, he/she is ready to begin his/her volunteer assignment. Several factors affect the implementation of a school volunteer program. Orienting volunteers for the purpose of comfortable assimilation into the school is initially most important to the success of the volunteer program. In addition, providing necessary training, carefully monitoring the progress of the volunteer program, the teacher-volunteer relationship, the volunteer-student relationship and the attitude of the volunteer, and sincerely recognizing the contributions of the volunteer are all vital to effective implementation of a volunteer program.

ORIENT VOLUNTEERS TO THE SCHOOL

Orientation is the process of acquainting the volunteer with the school facilities, the school policies and procedures as they relate to volunteers the specific volunteer program(s) being implemented in the school, and the responsibilities of the volunteer to the school, the school personnel and the students being served.

The purpose of orientation should be to staff school volunteer positions with informed volunteers who are comfortable in their surroundings and with their responsibilities. Objectives for the orientation program may include the following points:

- Orientation should transmit positive attitudes fundamental to successful school volunteering.
- Orientation should establish for volunteers the need for jobs they will be doing and what benefits students will receive from the time they give.
- Orientation should provide the volunteer with information about the aims, objectives, policies, and procedures of the volunteer program.
- Orientation should stress the relationship of the individual volunteer's specific job to the purpose and work of the total program as it relates to the school and its personnel.
- Orientation should make the volunteer aware of the basic organization structure of the school and its volunteer program.
- Orientation should encourage a staff/volunteer team relationship.
- Orientation should include a definition of the volunteer's role as a complimentary member of the school educational team.

In addition:

- Orientation should provide an opportunity to distribute handbooks and other printed materials pertaining to volunteerism and school volunteers.
- Orientation should promote a feeling that a volunteer is a vital and innovative part of education.

PROVIDE TRAINING FOR SCHOOL VOLUNTEERS

The purpose of a volunteer training program is to provide specific information and skill development appropriate to the duties and responsibilities of volunteers serving in a particular volunteer program. The purpose of training would then be to assure the quality of school volunteer performance by providing knowledge, skills, confidence and motivation.

- Training should be specific and practical.
- Training should be flexible and varied to coincide with the interests and backgrounds of the trainees.
- Training should be varied in technique of presentation (lecture, workshops, role playing, buzz sessions, panel discussions, video or audio tapes).
- Training should actively involve those volunteers being trained.
- Training should provide for the development of volunteer leaders.
- Training should utilize both community and school resources available.
- Training programs should be continually evaluated and updated to offer trainees that which they need and desire.

SUPERVISE AND MONITOR VOLUNTEER PROGRAM IMPLEMENTATION

The responsibility for supervising volunteers and volunteer activities rests with the principal, the Staff Coordinator, and the Volunteer Building Coordinator. The purposes of supervision are (1) to provide guidance and growth opportunities for the volunteers, and (2) to obtain information needed to determine the effectiveness of volunteer services. Both supervision and appraisal of volunteer services must be non-threatening and based on mutual understanding of information procedures and purposes.

Factors to consider in monitoring volunteers and volunteer services include:

- Volunteer satisfaction; student satisfaction.
- Volunteer-student relationships.
- Volunteer-staff relationships.
- Correspondence between volunteer job descriptions and actual volunteer duties.
- Correspondence between interests and skills of the volunteer and the duties of the assignment.
- Fulfillment of prescribed commitment of time.
- Physical plant conditions under which volunteer services are performed.
- Utilization of volunteer services by building staff.

Procedures used to supervise volunteer services include:

- Personal observations.
- Checklists or questionnaires.
- Regularly scheduled staff-volunteer conferences.
- Personal interviews.

- Examination of office records indicating volunteer attendance, time commitment, requests for volunteer services, etc.

RECOGNIZE THE VOLUNTEER

Justified recognition of volunteers is perhaps the most important role school personnel can perform. Its purpose is twofold: to show appreciation for the volunteer's accomplishments and to promote retention of the volunteer.

Recognition of a volunteer can be public or private and new ways to recognize the volunteer are constantly being sought and developed but the sincere "Thank You" has always worked.

<u>Ways of Giving Recognition Are</u>:

- Personal Praise.
- Identification of volunteers (badges, uniforms).
- Notes of Thanks
- Promotion of volunteers to higher levels of responsibility.
- Telling others of volunteers' accomplishments.
- Lunches, teas, dinners, picnics.
- Certificates, plaques, trophies.

Retention of volunteers is the best form of volunteer recruitment. The purpose of retention is to maintain a group of trained, capable volunteers who can help to assure a measure of continuity in the school volunteer program. If the needs of a volunteer have been addressed consistently throughout the development of the volunteer program and if the volunteer experience was meaningful and positive, retention is almost assured.

The final phase for School Volunteer Operations mirrors that of Volunteer Program Operations:

- Compare Plan to Actual.
- Identify deviations from plan and program deficiencies.
- Revise Programs, Goals, Processes, Materials, if necessary.

Since all monitoring data has continually been sent to the Volunteer Personnel Operations of the Volunteer Services System, a comprehensive report of the volunteer operations for each school should be fed back to each individual school at the end of the year. This information will provide specific information to school decision-makers so that each school can compare its objectives with the factual report. What this report also provides for each school is a means of comparison with other schools operating volunteer programs.

Possibly the report will not supply enough information or information that is too general upon which to base decisions for future school volunteer programs. If this is the case, the Volunteer Services System should be informed of this need for additional information. The Volunteer Services System would then be responsible for collecting additional information.

If the volunteer program operated as originally described and designed, then probably the school volunteer program will continue during the next

school year if the needs of students and the environment remain stable.

If, however, changes in the volunteer program, its goals, materials, etc. are identified, then this information provides needs assessment data for revisions in the volunteer program implemented during the following school year.

V.S.M.S. Project
Goals & Synopsis
1973-76

1. **Management System**
   To establish a management system for the administration of a volunteer services system in a city school district.

2. **Community – School Relationship**
   To provide a concrete and positive working relationship between school personnel and the school community.

3. **Program Development**
   To meet the changing needs of students for volunteer services by developing new volunteer programs and by modifying and/or expanding existing volunteer programs.

In 1973, the Volunteer Services Office of the Columbus Public Schools was awarded a three-year grant by the Ohio Department of Education, TITLE III Office. The grant called for the design, development, implementation and installation of a new system for utilizing large numbers of trained volunteers to meet student needs as they are identified by certified personnel.

Once designed and operable, this new management system should allow for the development of new volunteer programs based upon teachers' requests and for exciting and challenging opportunities that will strengthen school-community relationships.

To judge the effectiveness of this new operational mechanism, the criteria for the management system states that the system is to be meaningful and workable at all levels of the volunteer services system, that it is flexible enough to handle the magnitude and variety of newly assessed needs, that it is generalizable enough to operate in a variety of school systems, that it is capable of continuous expansion, and that it serves the needs of the students, the volunteers, the certified staff and the school system.

During the three-year grant period, the project mission was to develop generalizable process models for each facet of the management system during the first year, to pilot test the models and revise them during the second year, to install the materials and procedures for this new system throughout the school system during the third year.

The management system procedures and processes can be found in the guidebook for a volunteer services system and in the handbook series developed by the project staff. An annotated bibliography is also being developed to assist others in seeking additional reference materials for the various aspects of a volunteer services management system.

Volunteer Management System Materials

HANDBOOKS

I GUIDEBOOK TO A VOLUNTEER SERVICES SYSTEM

II ORGANIZING A VOLUNTEER SERVICES SYSTEM

III INFORMATION SYSTEM FOR A VOLUNTEER SERVICES SYSTEM

IV VOLUNTEER PROGRAM OPERATIONS

V VOLUNTEER PERSONNEL OPERATIONS

VI SCHOOL VOLUNTEER OPERATIONS

NEWSLETTER

"THE VOLUNTEER"

PAMPHLETS

VOLUNTEER MANAGEMENT – HOW TO ASSESS NEEDS
ADVISORY COUNCIL HANDBOOK
SCHOOL ADMINISTRATOR'S PAMPHLET
TEACHER HANDBOOK
INTERVIEWER'S HANDBOOK
VOLUNTEER HANDBOOK
HANDBOOK FOR VOLUNTEER TRAINING
AUDIO-VISUAL HANDBOOK
HOW TO RECOGNIZE AND RETAIN THE VOLUNTEER
HOW TO WORK WITH GROUPS
HOW TO CONDUCT MEETINGS
SCHOOL VOLUNTEERISM – ITS UPS AND DOWNS